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ABSTRACT

Provided are information on financial assistance for careers in special education, a listing of 18 other sources of career information, information on paraprofessional training, a listing of State directors of special education, and a listing of approximately 360 teacher training programs. Special education is seen to include services such as special class placement, clinical psychological services, early intervention programs, teacher preparation, and research. Addresses are given for information on sources of Federal and private financial educational assistance. Described are programs of financial assistance offered by 19 States. Provided for most teacher training programs (which are listed by State) are address, areas of study (such as administration, emotionally disturbed, or learning disabilities) and degree levels (whether undergraduate, masters, advanced or state certification, or doctoral), and current funding status. (DB)

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Professional Training Programs for Personnel in Special Education

PROFESSIONAL TRAINING PROGRAMS

FOR PERSONNEL

IN SPECIAL EDUCATION

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WHAT IS SPECIAL EDUCATION?

Some children, usually referred to as exceptional children, have special educational needs. They may be gifted, or they may be handicapped or potentially handicapped. They all have in common the need for special education services.

The programs and services which exceptional children require are provided through special education in one or more of the following ways: (a) special classroom placement in regular or special schools; (b) special assistance through resource rooms and crisis teachers to exceptional children in regular classrooms; (c) clinical services in psychology; (d) remedial education; (e) speech therapy; (f) music therapy; (g) art therapy; (h) early intervention programs; (i) supervision and administration of special education programs; (j) preparation of teachers and others concerned with the education of exceptional children; and (k) research. The goal of special education is to enable exceptional children to achieve the same kinds of objectives we seek for all children.

Special education training programs understand the importance of personal and humanistic, as well as academic experience, in preparing competent and sensitive teachers and administrative personnel.

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Section I

FINANCIAL ASSISTANCE

Employment data recently compiled from across the country has confirmed the growing suspicion that the present supply of trained general classroom teachers now exceeds the demand. In special education, that field devoted to the education of exceptional children—the handicapped and gifted, there is a vastly different situation. The same survey data has also revealed that huge numbers of specially trained teachers are needed to meet the needs of exceptional children.

The bureau of Education for the Handicapped of the U.S. Office of Education estimates that there are now 6 million handicapped children of school age in the United States. Of these 2½ million, or 39 percent, are currently receiving the special services required for them to learn, another 2½ million although in school are being denied access to special education services and the remaining 1 million are not receiving educational services of any kind. Based on a ratio of 20 children per teacher, it would take a total of 370,000 teachers for all of these children to be properly educated. Since there are 130,000 teachers currently employed (1/3 of whom, unfortunately, are not properly trained), the field is left with a shortage of 240,000 persons. In addition if preschool programs for the handicapped were to become a nationwide reality, an additional 60,000 early childhood specialists would be needed.

Increasingly, the nation's legal and moral responsibility to provide these children like all other children with an appropriate education is becoming clear. State law and judicial action have led many states and school districts to recognize their responsibility and create programs where none existed and expand those that did.

Other factors contributing to the recognized need to build programs to serve those children include the very existence of more handicapped children as a result of medical advances. Improved techniques of screening and identification have also led to greater awareness of the extent to which handicapping conditions are present in children of all backgrounds and socio-economic levels. Another factor is the positive effect of providing training programs to very young handicapped children in reducing the necessity for many of these children to continue to receive special education services. Finally, there is the national movement to reduce the populations in institutions for handicapped persons by returning them to their home communities and schools.

These trends and the goal of the United States Office of Education that all handicapped children receive appropriate services by 1980, point to the need for trained teachers, administrators, and support personnel in special education. The State-Federal Information Clearinghouse for Exceptional Children (SFICEC) of The Council for Exceptional Children has developed this paper regarding various forms of financial assistance which can be used by persons interested in obtaining special education training.

P.L. 85-926 and Amendments

Perhaps the most significant assistance program comes from the federal government under Public Law 85-926 as amended by Part D, Title VI, P.L. 91-230, which provides for junior and senior year traineeships and masters and doctoral traineeships. Funds for fiscal year 1974 total over $41 million. The program is administered by the Bureau of Education for the Handicapped USOE which allocates funds by disability area.

The Bureau has two ways of distributing these funds. The first is direct payment to colleges which offer appropriate training programs which in turn channel aid to students. Persons applying for these funds contact individual colleges usually by March for the ensuing summer and academic year. The second method is an allocation to state departments of education, which use some of their funds for summer institutes and special training programs as well as for traditional academic programs. These funds are applied for directly to individual state departments (see appendix for list). A helpful booklet which lists by disability and organization where the funds for each academic year have been allocated is published by the Bureau. It can be obtained by writing the Bureau of Education for the Handicapped, United States Office of Education, Department of Health, Education, and Welfare, 7th and D Streets, S.W., Washington, D.C. 20202.

National Defense Education Act

NDEA loans are an excellent source of funds for the prospective teacher of the following handicaps: mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, emotionally disturbed and other "health impaired." Forgiveness, or automatic repayment of the loan through service occurs if the recipient teaches handicapped children after completing his/her education. The loan may be fully "forgiven" in five years at the following rates: 15 percent for the first and second years of teaching; 20 percent for the third and fourth years; and 50 percent for the fifth year. If a loan recipient does not teach, he/she has up to 10 years in which to repay the amount of money borrowed. Applications for NDEA loans should be made through the financial officer of a college or university.

Other Federal Assistance

To obtain information about other general federal assistance programs for attendance at institutions of higher education, write to the U.S. Office of Education, 400 Maryland Avenue, Washington, D.C. 20202 and request HEW Fact Sheet—Five Federal Financial Aid Programs.

State Assistance

Although state scholarship programs do not exist in all states and are generally less comprehensive than federal programs, they can be a valuable source of assistance. A description of existing laws in this area is presented below. Additional specific information may be obtained from the department of special education within the education department of each state.

Private Assistance

Financial help from the private sector is limited but constantly growing. The following are some of the Groups offering scholarships or scholarship information:

The American Association for Health, Physical Education and Recreation, 1201 16th Street, N.W., Washington, D.C. 20036

Director of Scholarship Aid, Knights of Columbus, Supreme Council, Columbus Plaza, P.O. Drawer 1670, New Haven, Connecticut 06507

Fight For Sight, Ind., 41 West 57th Street, New York, New York 10019

Indian Tribal Grants and Loans, U.S. Department of the Interior, Bureau of Indian Affairs, Washington, D.C. 20242

Institute of International Education, Information and Reference Division, 809 United Nations Plaza, New York, New York 10017

Kappa Kappa Gamma Fraternity Headquarters, 530 East Town Street, Columbus, Ohio 43215

Methodist Student Loan Fund, Section of Loans and Scholarships, Box 871, Nashville, Tennessee 37202

National Association for Retarded Citizens, 2709 Avenue "E" East, Arlington, Texas 76010

National Congress of Parents and Teachers, Contact state and local organizations

National Easter Seal Society for Crippled Children and Adults, 2023 West Ogden Avenue, Chicago, Illinois 60612

National Presbyterian College Scholarships, Vocation Agency, United Presbyterian Church USA, 475 Riverside Drive, New York, New York 10027

Scholarship Coordinator, National Easter Seal Society for Crippled Children and Adults, 2023 Ogden Avenue, Chicago, Illinois 60612

Scholarships, Aid Association for Lutherans, Appleton, Wisconsin 54911

United Student Aid Funds, Inc., 5259 North Tacoma Avenue, Indianapolis, Indiana 46220

Often, civic associations such as the Lions, Rotary Club, Elks and women's clubs provide special education scholarships. Con-

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tact the state or local chapters of these organizations for further information.

ALABAMA

The state board of education may make training grants to professional persons seeking special training in exceptional child education to qualify them to meet state board regulations for personnel. Grants are limited to persons under contract to work in the exceptional child program in the state, the training schools, the child training centers, and at various residential facilities for exceptional children throughout the state. The grants are made to regular students planning to work in the state's exceptional child program if they enter into an agreement that they will take any appropriate, available job at any location within the state upon completion of their study. These commitments are binding upon those who sign them and receive scholarship aid, but the state board may waive enforcement in the case of extreme and unforeseen hardships.

Each grant covers the cost of tuition, housing and food. The courses for which scholarships may be made available are most often on the campuses of the state colleges and universities. If appropriate courses are not offered within the state, the recipient may attend approved out-of-state institutions.

CALIFORNIA

An employee of a district holding a position requiring certification or a certificated person under contract, may receive financial assistance from the governing board of the school district. Grants are made for summer study in specialized preparation for teaching physically handicapped or mentally retarded children. The amount of the grant is equal to the number of semester hours taken, multiplied by $50 (a student taking six semester hours would receive $300). For subsequent grants to be made to the same student, no more than five years will have elapsed from the time of his first grant.

In cooperation with an accredited college or university, the state may authorize California's schools for the neurologically handicapped to maintain teacher training courses to prepare teachers to teach such children in special classes in the public school system. Courses conducted in the schools will be counted toward the requirements for the credential in the area of the educationally handicapped. The state may also authorize the California Schools for the Deaf and Blind to establish teacher training courses for teachers of the deaf and blind.

CONNECTICUT

If it is determined by the commissioner of higher education that there are no approved programs of teacher education available within the state to prepare teachers of deaf children or children with perceptual learning disabilities, the commissioner may approve scholarships for them to attend approved programs in out-of-state schools. The commissioner will determine the amount of the scholarship aid in each case, but the total amount available each year for all applicants may not exceed $6,000. In order to be eligible for scholarship aid, the applicant must agree to teach such children in Connecticut for at least three years.

FLORIDA

Teachers who seek special training in special education to meet professional requirements may receive training grants from the state department of education. These grants are limited to teachers under contract in an exceptional child program in the state, the Sunland Training Centers, the child training centers, or Florida Schools for the Deaf and the Blind. Each grant covers the cost of tuition, housing, and food and may be a maximum of $200 for residential enrollment in specific courses approved by the department of certification in special education. Summer fellowships are also available.

Courses are offered at institutions of higher learning in the state and through the Florida Institute for Continuing University Studies. If the courses are unavailable in the state in the subject area required for certification, the recipient may receive a grant for attending an out-of-state institution of higher learning approved by the department of education in order to meet the professional requirements of the state.

A scholarship loan for the preparation of teachers of exceptional children is available to undergraduates for as many as four semesters. Recipients must sign a pledge agreeing to teach in the state immediately following graduation for one year per year of scholarship assistance received. Awards are made on the basis of the student's showing on a competitive examination held each October. Information and application forms may be obtained from the Exceptional Child Section or the Scholarships and Loans Section of the State Department of Education.

GEORGIA

The state superintendent of schools may grant scholarships to persons interested in working in the education of exceptional children for either part-time or full-time study. To qualify for a scholarship, a person must have earned at least 90 quarter hours of college credit and must be a student at a recognized college or university. Part-time and summer students may be awarded grants on a pro-rata basis. The amount of grants is not specified within the law.

ILLINOIS

The superintendent of public instruction may make trainee or fellowship grants available to persons interested in working in the education of handicapped children for either part-time or full-time study. To qualify for a traineeship a student must have earned at least 60 semester hours of college credit. To qualify for a fellowship, he must be a graduate of a recognized college or university. No more than 200 such grants will be given in any academic year and may not exceed $1,500 per academic year for traineeships and $3,000 for fellowships. An additional amount may be allowed to any approved institution of higher learning in Illinois for tuition and fees. Grants to summer and part-time students are awarded on a prorated basis.

Following the completion of an academic program, recipients are expected to obtain, within one year, employment in an approved special education program in Illinois. They must continue this employment for one-half year for each year of their traineeship or fellowship. If this requirement is not fulfilled they may be required to remit to the state all or part of their grant.

INDIANA

The state scholarship commission may make student loans to persons who are interested in working in the education of handicapped children, for either part-time or full-time study in programs designed to qualify them for Indiana certification. Eligibility is limited to persons who desire training to qualify as special education teachers, speech and hearing therapists, physical therapists, occupational therapists, directors of special education, supervisors of special education, special education consultants, school psychometrists and school psychologists. Undergraduate loans are limited to students of junior standing or above. Loans must not exceed $1,000 per academic year for undergraduate students and $1,500 for graduate students. Part-time students and summer session students may be awarded loans on a prorata basis.

Following completion of the program, the recipient must accept employment within one year in an approved special education program in Indiana. Employment must continue for two years per each year of training received. Failure to comply with this provision means that all or part of the loan must be repaid.

LOUISIANA

All funds received from fees paid by or in behalf of patients in state hospitals are deposited in a special account in the state treasury known as "the research and training account." Funds in this account are used by the state department of hospitals to conduct research in problems relating to mental illness and mental retardation and for training programs for psychiatrists, neurologists, special educators, psychologists, nurses, technicians, social workers, occupational therapists, medical students, interns, residents, physicians, and professional trainees.

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Such training programs are designed to better qualify personnel for employment in state institutions and clinics for the mentally ill and mentally retarded as well as in hospitals owned and operated by the state.

MAINE

Any administrative unit may appropriate money for the education of teachers and other school personnel to meet the educational needs of mentally retarded children. These funds will be expended on a matching basis with funds made available by the department of education. The teachers and other school personnel trained with these funds will be reimbursed through matching departmental funds. Training under this section must be approved in advance by the commissioner.

MASSACHUSETTS

Special education scholarships not exceeding $300 yearly may be given to high school graduates of the state who qualify for entrance into a public or private college other than the state college at Fitchburg. At any one time 25 scholarships is the maximum to each of the freshman, sophomore, junior, and senior classes. The maximum number of scholarships is 100 per year. The scholarship continues as long as the student remains in good standing and pursues certification as a special class teacher of the mentally retarded. No student may receive a scholarship for more than four years.

MICHIGAN

The department of education may make traineeship and fellowship grants available to persons interested in part-time or full-time study in programs designed to qualify them as teachers and other workers in special education. To qualify for a traineeship one must have earned at least 60 semester hours of college credit, and to qualify for a fellowship one must be a graduate of a recognized university. No more than 200 grants on a full-time basis may be given in any academic year, and they may not be in amounts exceeding $1,500 per academic year for traineeships and $3,000 for fellowships. Part-time students and summer session students may be granted awards on a prorata basis. Within a year after completing a program, the recipient is expected to work in special education in the state at the rate of two years for each year of study.

NEBRASKA

The state department may grant funds for the education of resource personnel.

NORTH CAROLINA

North Carolina residents enrolled in a college or university in the state are eligible for a "Scholarship Loan for Prospective Teachers of the Mentally Retarded." A full-time student may receive $900 per academic year, and a summer student, carrying a minimum of six semester hours, may receive $150 for each six-week term. After completing the program the recipient must agree to teach in a public school or a public residential institution for the retarded for one school year per each year of assistance received.

OHIO

Details are not available, but in-service training for teachers of handicapped students is available in colleges and universities within the state.

OREGON

Scholarships may be awarded to qualified teachers wishing to obtain certification to teach the mentally retarded or emotionally handicapped. Each recipient will receive $200 for living expenses and an amount for tuition fixed by the state board of higher education. In order for an applicant to receive a scholarship, the following conditions must be met: The school board in the district where the teacher is employed or is to be employed for the succeeding school year agrees to pay the teacher $200 to match the $200 paid by the state as part of the scholarsnip; and the teacher applying for the scholarship agrees in writing to complete the course and to teach in the school district that provides the matching funds for one year after receiving his teaching certificate to teach mentally retarded or emotionally handicapped children.

Scholarships are renewed in the same manner as they are originally awarded. If a teacher fails to complete the course or to teach in the public schools in the state after receipt of the award, he must remit to the state the funds received. If he teaches in a district other than the one which granted him the matching funds, he must reimburse the district, but not the state.

A teacher is eligible for two state-district scholarships provided he can complete the requirements during the quarter for which the scholarship is requested. Teachers who hold a 5-year mental retardation credential are not eligible for a second scholarship.

No scholarship funds are presently available to teachers who desire to improve their competencies to teach educationally able and gifted pupils.

TENNESSEE

The division for the education of the handicapped may make traineeship or fellowship grants to professional personnel desiring to work on programs for the education of handicapped children for either part-time or full-time study. To qualify for a traineeship, persons must have earned at least 60 semester hours of college credit, and for a fellowship, be graduate of a recognized college or university. The trainee and fellowship grants may be an amount of not more than $2,000 per academic year for traineeships; and not more than $2,500 per academic year for fellowships, with an allowance of $750 per year per local dependent.

Grants may be approved for persons contracted to work for the exceptional children program at state training schools or at various residential facilities for exceptional children throughout the state and/or those individuals planning to work in the exceptional child program in the state who sign a commitment stating that they will take an appropriate available job within the state upon completion of their studies. The commitments are binding upon those who sign them and receive scholarship aid, but the state board may waive them in the event of extreme and unforeseen harship.

Training grants may be given to persons approved for participation as paraprofessionals in the exceptional child program. Persons receiving grants must meet state board professional and performance standards. These grants are limited to persons contracted to work in the exceptional child program or those individuals agreeing to work in the state with exceptional children after completing their training for a period of time specified by the state board.

VERMONT

Grants are available for persons interested in full-time or part-time study in special education.

VIRGINIA

Teachers of the public schools may be awarded scholarships for education in special education. These awards are made by the state board and the number of awards during any one year depends upon the amount appropriated by the General Assembly. The amount of each scholarship may not exceed the total tuition cost for all costs related to special education coursework taken by the applicant during a single semester. Each scholarship may be renewed as many times as necessary until the applicant has completed all courses needed to qualify him as a teacher of special education for the state board standards. Applications for scholarships must be accompanied by a notice of acceptance from an accredited institution of higher education conducting courses in special education. The application is forwarded to the state board through one of the local public school boards within the state for an endorsement. Priorities will be given to those applicants intending to study in state supported colleges and universities.

Before awarding any scholarship, the applicant must sign a written consent in which he agrees to pursue the course of instruction until completion, and thereafter serve as a special education teacher in the public schools of the Commonwealth for a period of years equal to the number of years of assistance.

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WISCONSIN

Scholarships for potential teachers of handicapped children are available on the undergraduate level to Wisconsin residents. Selections are made in early spring, and the recipient is assured of funds for tuition and fees. If additional aid is desired, applicants may complete a Parent's Confidential Statement and the Financial Aids Office at the various training institutions will determine the amount, up to $1,500 including tuition and fees, that can be awarded.

An amortization plan provides that the stipend can be cancelled by one-third the total amount for each year of teaching handicapped children in Wisconsin, either in a public or private elementary, secondary or special school. If the stipend is not fully amortized at the end of a 5-year period, Higher Educational Aids will require payment.

Section I prepared by:
STATE-FEDERAL INFORMATION CLEARINGHOUSE FOR EXCEPTIONAL CHILDREN
The Council for Exceptional Children
January, 1974.

Section II

OTHER SOURCES OF CAREER INFORMATION

The documents may be obtained from your counselor, the library or directly from the publisher.

American Occupational Therapy Association, 6000 Executive Boulevard, Suite 200, Rockville, Maryland 20852

American Physical Therapy Association, 1156 15th Street, N.W., Washington, D.C. 20005

American Psychological Association, 1200 17th Street, N.W., Washington, D.C. 20036

American Speech and Hearing Association, 9030 Old Georgetown Road, Bethesda, Maryland 20014

Annual Register of Grant Support. Academic Media, 32 Lincoln Avenue, Orange, New Jersey 07050

A Career In Music Therapy. National Association for Music Therapy, Inc., P.O. Box 610, Lawrence, Kansas 66044

Career Opportunities in the Field of Mental Retardation. National Association for Retarded Citizens (NARC), 2709 Avenue "E" East, Arlington, Texas 76010. $.25

Financial Aids for Students Entering College. Wm. C. Brown Company Publishers, 135 South Locust Street, Dubuque, Iowa 52001

Graduate and Professional School Opportunities for Minority Students. Educational Testing Service, Princeton, New Jersey 08540

Guide To Financial Aids For Students in Arts and Sciences for Graduate and Professional Study. ARCO Publishing Company, Inc., 219 Park Avenue, South, New York, New York 10003. $3.95

The Most Important Thing in the World. National Easter Seal Society for Crippled Children and Adults, 2023 West Ogden Avenue, Chicago, Illinois 60612

National Rehabilitation Association, 1522 K Street, N.W., Washington, D.C. 20005

National Therapeutic Recreation Society, c/o National Recreation and Park Association, 1601 Kent Street, Arlington, Virginia 22209

Need A Lift? The American Legion, Department S, Post Office Box 1055, Indianapolis, Indiana 46206. $.50

Rehabilitation Nursing. ANA-NLN Nursing Careers Program, American Nurses Association, 10 Columbus Circle, New York, New York 10019

Scholarships, Fellowships and Loans. Bellman Publishing Company, Box 164, Arlington, Massachusetts 02174

Study Abroad, XIX. Unipub, Inc., P.O. Box 433 New York, New York 10016. $6.00

Who Is the Visually Handicapped Child? American Foundiation for the Blind, 15 West 16th Street, New York, New York 10011

Section III

PARAPROFESSIONAL AIDES

Paraprofessional aides, sometimes referred to as teaching aides, are used primarily to give individualized assistance to handicapped students thus freeing the teacher to perform other tasks. Formerly, these students' needs were met by providing them an education in a separate classroom. Today emphasis is being placed on mainstreaming this child back into the regular classroom where he can take his rightful place with his peer group. In this setting especially he has need of added support and encouragement.

There is no comprehensive listing of paraprofessional aide training programs. Persons interested in receiving training in this area should contact their local community college, junior college, adult education program, school district special education department or state director of special education (see Section IV) for assistance in locating a suitable program.

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STATE DIRECTORS OF SPECIAL EDUCATION

ALABAMA—Chief Consultant and Supervisor, Exceptional Children and Youth, State Department of Education, Montgomery, Alabama 36104

ALASKA—Director, Division of Instructional Services, State Department of Education, Pouch F, Juneau, Alaska 99801

ARIZONA—Director of Special Education, Arizona State Department of Education, 1730 West Adams, Phoenix, Arizona 85007

ARKANSAS—Director of Special Education, Division of Instructional Services, Little Rock, Arkansas 72201

CALIFORNIA—Assistant Superintendent, Chief, Division of Special Education, State Department of Education, Sacramento, California 95814

COLORADO—Director, Division of Special Education Services, State Department of Education, State Office Building, Denver, Colorado 80203

CONNECTICUT—Bureau Chief, Bureau of Pupil Personnel and Special Services, State Department of Education, Hartford, Connecticut 06115

DELAWARE—Assistant Superintendent, Instructional Services, State Department of Public Instruction, Box 697, Dover, Delaware 19901

DISTRICT OF COLUMBIA— Director of Special Education, Department of Special Education, Magruder Building, 1619 M Street, N.W., Washington, D.C. 20036

FLORIDA—Administrator, Exceptional Child Education, State Department of Education, Tallahassee, Florida 32304

GEORGIA—Associate Director, Division of Special Education and Pupil Personnel Services, State Department of Education, Atlanta, Georgia 30334

HAWAII—Director, Special Services Branch, State Department of Education, Box 2360, Honolulu, Hawaii 96804

IDAHO—Director Special Education Services, Instructional Services, Room 206 State House, Boise, Idaho 83707

ILLINOIS—Assistant Superintendent, Division of Special Education Services, 316 South Second Street, Springfield, Illinois 62706

INDIANA—Division of Special Education, State Department of Public Instruction, 108 State Office Building, Indianapolis, Indiana 46204

IOWA—State Director, Division of Special Education, State Department of Public Instruction, Grimes State Office Building, East 14th and Grand Avenue, Des Moines, Iowa 50319

KANSAS—Director, Division of Special Education, State Department of Education, 120 East 10th Street, Topeka, Kansas 66612

KENTUCKY—Director, Division of Special Education, State Office Building, Frankfort, Kentucky 40601

LOUISIANA—Director of Special Education, State Department of Education, Capitol Station, P.O. Box 44064, Baton Rouge, Louisiana 70804

MAINE—Director, Bureau of Guidance, Special and Adult Education, State Department of Education, Augusta, Maine 04330

MARYLAND—Coordinator of Special Education, State Department of Education, 301 West Preston Street, Baltimore, Maryland 21201

MASSACHUSETTS—Director, Bureau of Special Education, State Department of Education, 182 Tremont Street, Boston, Massachusetts 02111

MICHIGAN—Director of Special Education, Division of Special Education, State Department of Education, Lansing, Michigan 48902

MINNESOTA—Director, Special Education Section, State Department of Education, Centennial Office Building, St. Paul, Minnesota 55101

MISSISSIPPI—Supervisor of Special Education and Coordinator of Title VI, ESEA, P.O. Box 771, State Department of Education, Jackson, Mississippi 39205

MISSOURI—Director, Special Education, State Department of Education, P.O. Box 480, Jefferson City, Missouri 65101

MONTANA—Special Education, Office of the Superintendent of Public Instruction, State Capitol, Helena, Montana 59601

NEBRASKA—Director of Special Education, State Department of Education, State Capitol, Lincoln, Nebraska 68509

NEVADA—Director, Exceptional Pupil Education, State Department of Education, Carson City, Nevada 89701

NEW HAMPSHIRE—Consultant, Special Education, State Department of Education, 64 North Main Street, Concord, New Hampshire 03301

NEW JERSEY—Director of Special Education, State Department of Education, 225 West State Street, Trenton, New Jersey 08625

NEW MEXICO—Special Education, State Department of Education, State Capitol, Santa Fe, New Mexico 87501

NEW YORK—Division for Handicapped Children, State Department of Education, Albany, New York 12224

NORTH CAROLINA— Director, Special Education, State Department of Public Instruction, Raleigh, North Carolina 27602

NORTH DAKOTA—Director, Special Education, State Department of Public Instruction, Bismarck, North Dakota 58501

OHIO—Director, Division of Special Education, State Department of Education, 3201 Alberta Street, Columbus, Ohio 43204

OKLAHOMA—Director of Special Education, State Department of Education, State Capitol Building, Oklahoma City, Oklahoma 73105

OREGON—Director of Special Education, Oregon Board of Education, Salem, Oregon 97310

PENNSYLVANIA—Director, Bureau of Special Education, State Department of Public Instruction, Box 911, Harrisburg, Pennsylvania 17126

RHODE ISLAND—Consultant, Mental Retardation, State Department of Education, Roger Williams Building, Providence, Rhode Island 02908

SOUTH CAROLINA—Chief Supervisor, Program for Exceptional Children, State Department of Education, 1000 Bull Street, Columbia, South Carolina 29201

SOUTH DAKOTA—Director, State Department of Public Instruction, 804 North Euclid, Pierre, South Dakota 57501

TENNESSEE—Coordinator, Special Education, State Department of Education, Cordell Hull Building, Nashville, Tennessee 37219

TEXAS—Division of Special Education, Texas Education Agency, 201 East 11th Street, Austin, Texas 78711

UTAH—Coordinator, Special Education Programs, Office of the Superintendent of Public Instruction, Suite 1050, University Club Building, 136 East South Temple, Salt Lake City, Utah 84111

VERMONT—Director, Special Educational and Pupil Personnel Services, State Department of Education, Montpelier, Vermont 05602

VIRGINIA—Director, Division of Elementary and Special Education, State Board of Education, Richmond, Virginia 23216

WASHINGTON—Director, Department of Special Education, Office of the Superintendent of Public Instruction, P.O. Box 527, Olympia, Washington 98501

WEST VIRGINIA—Director of Special Education, State Department of Education, Charleston, West Virginia 25305

WISCONSIN—Director, Bureau for Handicapped Children and Assistant State Superintendent, State Department of Public Instruction, 126 Langdon Street, Madison, Wisconsin 53702

WYOMING—Director, Division of Exceptional Children, State Department of Education, Cheyenne, Wyoming 82001

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TEACHER TRAINING PROGRAMS

The program information for each school was obtained from an Information Center questionnaire, supplemented by *Special Education Careers Programs for Professional Training in Special Education, 1973*, and *Scholarship Program Education of Handicapped Children*, Summer 1973. This compilation does not purport to be a comprehensive coverage of all training programs in the nation since many colleges and universities did not respond to the questionnaire and others may have begun programs since the survey was taken in the Spring and Summer of 1973.

Programs preceded by an asterisk were federally funded in 1973-1974. These funds are used by the institutions in a variety of ways . . . some may award student assistance, others may use the funds for the support of the training programs, and many will use a combination of the former two alternatives.

In some instances we know that a training program exists, but we do not know the degrees offered nor the course of study. In these instances, we have included the program address, and leave program investigation to you the reader. The reader would also do well to consult the State Directors of Special Education for additional information concerning training programs in their state (see section for a list of State Directors).

The entries are listed alphabetically by state. Areas of study and degree levels are indicated in the following manner:

Areas of Study

AD *Administration*
HI *Deaf or Hard of Hearing*
ED *Emotionally Disturbed or Educationally Handicapped*
G *Gifted*
VI *Blind or Visually Handicapped*
LD *Learning Disabilities*
SI *Speech and Language Disorders*
MR *Mental Retardation*
MH *Multiply Handicapped*
PH *Physically Handicapped*
CH *Early Childhood*

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